**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_7th \_\_\_\_Hairston\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_7th\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title: Unit One Two Sides of Every Story** | | **Corresponding Unit Task: Task #2**  **This is my story Day 3-5** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | * Simile * Metaphor * Onomatopoeia * Prefixes/Suffixes * TP-CAST * Disintegration * Template * Retribution * NAACP * Plaintiff * UPI * Cloche * Serendipity * Civil Rights Movement * weariness – the quality of being [exhausted](http://www.merriam-webster.com/dictionary/exhaust%5b1%5d) in strength, endurance, [vigor](http://www.merriam-webster.com/dictionary/vigor), or freshness * slimmered – nonsense word – practice defining based on context * unmagnolied – nonsense word – practice defining based on context and word parts * unadorned – lacking embellishment or decoration; plain; simple | |
| **Materials/Resources** | * “It Happened In Montgomery” (*Springboard* p. 291) * TP-CASTT strategy organizer (*Springboard* p. 292) * Paper for foldable (<http://edudork.wordpress.com/2012/06/08/comparing-and-contrasting-with-foldables/> | |
| **Activating Strategy/ Bell Ringer** | Quickwrite: Students will write a response to the following statements in their journal. Do students agree or disagree with the statements? Why or why not?   1. It is never okay to break to the law. 2. Anyone who breaks the law should be punished.   3) Everyone deserves to be treated the same. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  ***Power Standards***  **RL 7.9:** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **L.7.4. A-D** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  **I Can Statements:**  I can compare and contrast a historical account with a fictional account of the same time, place, or character. I can understand how fiction authors use or change history.  I can analyze the main ideas presented in diverse media and formats to explain how they clarify my understanding of Rosa Parks.  **Instructional Plan:**  Give students an opportunity to share their responses from the bell ringer in pairs or small groups and then bring the conversation to a whole class discussion. As you study the texts about Rosa Parks, ask students to revisit these statements and their responses.   * Read the poem, “It Happened in Montgomery” aloud. (Springboard p. 291). * Springboard p.284-285 TP-CASTT practice * Model the first three steps of the TP-CASTT strategy with students (Springboard p. 292). Complete a “think aloud” as you read and work through the strategy and cite sources for the responses. * Invite students as a whole class to work through the “attitude” and “shift” sections of the graphic organizer. * Students can work in small groups or independently to complete the “title revisited” and “theme” sections. Report out to the class the responses to ensure that students have correctly completed sections and cited information. * In small groups, or independently, students should continue working with the poem to answer the following questions. Students should be sure to use textual evidence when answering questions.   1. How does the speaker feel about Rosa Parks? How do we know?   2. How does the author use history to create this poem?   3. What points of view/perspectives are presented in the poem? Which ones are not presented? What might someone who disagreed with the actions of Rosa Parks say in response to this poem?   4. Based on this poem, what assumptions can you make about Rosa Parks? Be sure to use textual evidence.   5. Reread lines 18-24. What is the impact of the figurative language in these lines?   6. Analyze the main ideas and supporting details presented in the text and explain how the ideas clarify a topic, text, or issue under study (Rosa Parks and the bus boycott.)   7. Choose 3-5 words from the text that help to develop the theme. Define each term in your vocabulary journal and discuss its importance/connection to the theme of the poem. * Discuss student responses as a whole group. Discuss the bell ringer questions again. Do students still hold the same beliefs? How do you think a police officer involved in the boycott would have responded to these bell ringer questions? * Students will add information about “It Happened in Montgomery” to their compare/contrast foldables they began earlier in the task. As appropriate, students will name the similarities between this text and the others. * OPTIONAL: As a class, view the clips from the Rosa Parks interview below. Discuss some of the similarities and differences between the focus texts and the interview.   Video interview of Rosa Parks  <http://achievement.org/autodoc/page/par0int-1> | |
| **Closing/Summarizing Strategy** | Turn and Talk –   * How did the different texts represent the story of Rosa Parks in different ways? * Why is this important? * How did each text help you understand her story more completely? | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| * As an extension, students can research the author and historical background of the poem. Students can present their information to the class. * Students could also be given the option to create their own representation of Rosa Parks (poem, illustration, speech, video, etc.) and discuss their choices as the author. | * Pre-teach, re-view and provide multiple opportunities for student to use the vocabulary words      * Provide an audio version of the text or pair student with another student during the text reading | * *Foldable* – In groups, students will create a foldable comparing the three texts. Using sentence starters for comparison, students will be encouraged to participate in the group discussion. * *Vocabulary* –The teacher will select key words from each text for the students to illustrate, translate into his/her native language and use in a sentence. |
| **Assessment(s)** | Teachers can use student responses to questions 1-6 as well as the foldable as an assessment tool. Teachers can determine areas of need and strength for students. This information can be used to aid in the development of future instruction. | | |
| **Reflection** |  | | |